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ABSTRACT

Advisory committees are important liaisons between colleges and their communities. If a college is truly interested in serving its community, it should utilize advisory committees to advise it on matters of curriculum planning. Following a detailed discussion of the various aspects of advisory committee selection and functioning, the author recommends the following: (1) that more boards and/or presidents be made aware of the positive effects of advisory committees; (2) student participation in the operation of advisory committees; (3) inservice training for administrators and faculty in the intricacies of initiating and operating advisory committees; (4) more recognition of advisory committee members; (5) the institution of General Advisory Committees as well as Occupational Advisory Committees; (6) automatic board approval of administrator or faculty-selected advisory committee nominees; (7) that advisory committees provide suggestions for the implementation of any recommendation for action they submit; (8) advisory committee self-evaluation and college-sponsored training in group procedures if the committee feels the need for it; (9) that advisory committees focus their attention on students as well as college and community; and (10) that advisory committees evaluate the product of the program as well as the program itself. (DC)

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THE ADVISORY COMMITTEE IN THE COMMUNITY COLLEGE: AN OVERVIEW

by

William G. Harrison

January, 1975

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The Advisory Committee in the Community College: An Overview

Introduction

The universal and avowed purpose of a community college is to serve its community. More specifically, it exists to satisfy the adult educational needs and appetites and to foster education generally by playing a dynamic and realistic leadership role. As a basketball coach must investigate the physical, social and psychological attributes of his new charges before he can provide coaching expertise, so must the community college become aware of such attributes of the society it is charged with serving. The focus of this paper is one of the major interactions between the community and its college: the advisory committee.

The literature in the field of advisory committees is replete with comments such as, "Advisory committees can pursue the ongoing task of knowing their community and it is only through such constant communication that community needs and resources can be determined." (9-p.56) "The very nature and philosophy of community colleges lend themselves to the use of advisory committees." (3-p.20) "No programs--be it economics or auto mechanics--will operate without a representative committee of the persons who will employ the student." (2-p.26) "...the college must look to the community for suggestions in program planning, and then design programs to serve its constituency." (4-p.4) "The advisory council is perhaps the most effective vehicle for receiving input from interested public agencies and private groups in the community, maintaining linkages with key decision-makers, and influencing the formation of community priorities." (7-p.101)

The importance of advisory committees is, therefore, well established. Most community colleges utilize such committees, some well and some poorly. Authorities--notably Albert J. Riendeau, feel that advisory committees are of critical necessity in college occupational programs. (11-p.8) Invariably cited also is the factor of the rapid technological change and the very real difficulty of keeping up to date. Riendeau feels that the advisory committee has

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a very secure niche established for itself and the implication is strong that the modern community college would not remain modern or community-oriented very long without the partnership of the community, especially as expressed and practiced in the form of advisory committees. (11-p.9)

History

A brief perusal of the history of advisory committees shows that "...by and large they haven't worked. The concept is fine, but there seems to be something wrong with the specifics." (3-p.2) It is possible to trace citizen involvement in educational offerings to the Massachusetts Act of 1647. Certainly colonial schools were a result of the thinking of influential groups within the community. The Smith-Hughes Act of 1917 expressed a desire for citizen advisory committees, and perhaps more pertinently, a national committee was formed by the National Society for the Promotion of Industrial Education some eleven years earlier than Smith-Hughes. Occupational education has had some degree of citizen involvement for many years. In 1956, the National Citizens'Council for Better Schools established 10,000 citizen committees. Within two more years, more than 12,000 communities had such committees.

Today, the number is infinitely greater, but, as Polley indicates, very difficult to estimate with any degree of accuracy. (3-p.21) In 1963, the Vocational Education Act provided for the formation of State Advisory Councils to consult with the State Board in carrying out the state plan. The California Plan for Vocational Education--a guide for college occupational programs--strongly suggests the use of advisory committees. In the 1960's the greatest increase of advisory committees was within the growing community college movement.

College Philosophy

College philosophy is invariably a pertinent factor, not only in the decision to implement advisory committees, but it is also a significantly important factor in the effectiveness of

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their operation. If a college is sincerely community-oriented--regardless of the nature of the frontispiece "blurb" in its current catalog--it is predictable that its advisory committees will function well. In fact, the whole college-community relationship will be enjoyable to all participants. But if the college philosophy is somewhat negative and egocentric, the value of advisory committees can be even greater. With smoothly-run, well-structured advisory committees operating, the nucleus of a better college-community relationship exists. Further, if negative adversary groups exist in the community, advisory committees can minimize the conflicts by acting positively. As Hamrick indicates, the community college has an obligation to become a center of community life by encouraging the use of college facilities and services by community groups and to provide educational services for all community groups which can utilize them. (4-p.5)

It is difficult to understand why, when virtually all community colleges adhere to such a community philosophy, some do not utilize the advisory committee concept, or at least do so only to a minor degree. Colleges should practice what they preach.

A further philosophical pressure emanates from the very core of the American dream: a corollary to the right of all Americans to an education is the right of all Americans to have a say in the type of education offered. The grassroots of a community which believes in the traditional rights of education can and should be found in community college advisory committees.

Selection of the Advisory Committee

The membership of a committee is critical. As Dr. Leonard Nadler points out, the simple availability of certain individuals is a rather sad part of committee recruitment. (10-p.66) Nadler emphasizes the concept that if such a factor as availability is dominant some deeper illness is affecting the college. Potential must be balanced off with proven service. A serious problem exists when a committee of good "potential" is selected at the expense of others who have proved themselves in community service.

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A further caution is warranted. Authorities warn against a single generation committee. Andrew Korim believes "An effort should be made to develop an intergenerational mix in the membership..." (7-p.102) One of the reasons such a caution appears to be particularly pertinent relates to the fact that the World War II baby boom is now in adulthood and a disproportionate number of that generation has moved into eligibility for community service. Mullin (et al) say that committees should represent all factions of the community and that the college should try to attain and maintain diversity while continuing to strive for a significant degree of continuity. (9-p.41) Folley believes that the three facets of selection, direction and control of committees will ensure that they function adequately. It is his belief that a community must be surveyed very carefully before any selection is made. (3-p.22) Input should come from the college board, faculty of the advisory area concerned, students, the Mayor and/or council members, and, of course, the trade or profession of the program area. It is an excellent idea to solicit more than one opinion of each potential committee member before approaching him.

Other factors must be considered. The candidate must have recognized competence in his special area, must show interest in his occupation and in education, must have time to devote to committee work--particularly if it is a standing committee--and he must have a strong sense of responsibility and civic-mindedness. (3-p.22) Although few colleges would go to the extreme of using stratified random samplings of community citizens, such a process is advocated by Baker and Brown as part of their strategy of participative goal-setting in attempting to achieve consensus. (1-p.14) Riendeau suggests that even geographical considerations be made in a further attempt to create a more balanced committee. (11-p.34)

Generally, the literature provides good evidence that sensible, discretionary selection should be paramount in the initiation of advisory committees.

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Appointment of Committee Members

Leo Myers, assistant superintendent of the Oregon State Department of Education made the interesting statement, "If you want a real supportive advisory committee, have the appointments come from the Governor's office." (11-p.34) The point is well-taken. Therefore, at the community college level, letters of appointment should be from the President or the Chairman of the Board. In Alberta at Lethbridge Community College, the appointment is formalized with such a letter from the President. A further pleasant formality would see the President personally welcoming the new committee members on the occasion of their first meeting. (see Appendix "A")

Some colleges present their final list of nominees to the Board for ratification; to the writer, such behavior smacks of ostentation. It is unnecessary and even dangerous. Personalities and prejudices would be provided with an obviously unnecessary point of entry. Riendeau would disagree; he emphasizes board ratification. (11-p.35) The writer's view is that virtually all boards would have sufficient confidence in their administrators and in their faculty not to quibble over a list of nominees. There is no quarrel with the fact of informing the board.

Committee Size

The number of members on a given advisory committee is related to the type of committee, the nature of the program, the size of the community and perhaps the experience of the college. Certainly no consensus is obvious in the literature. Riendeau says five to sixteen, Jacobs, ten to twenty, Folley, six to fifteen and Nadler begs the question! Some authorities believe that an odd number is necessary; others, such as Nadler believe that an advisory committee is not a legalistic body and that a deciding vote is of doubtful value because of the very advisory nature of the committee. (10-p.67) One would think that any situation so far removed from consensus to require a tie-breaking vote needs re-examination much more than it needs that vote. Perhaps, as

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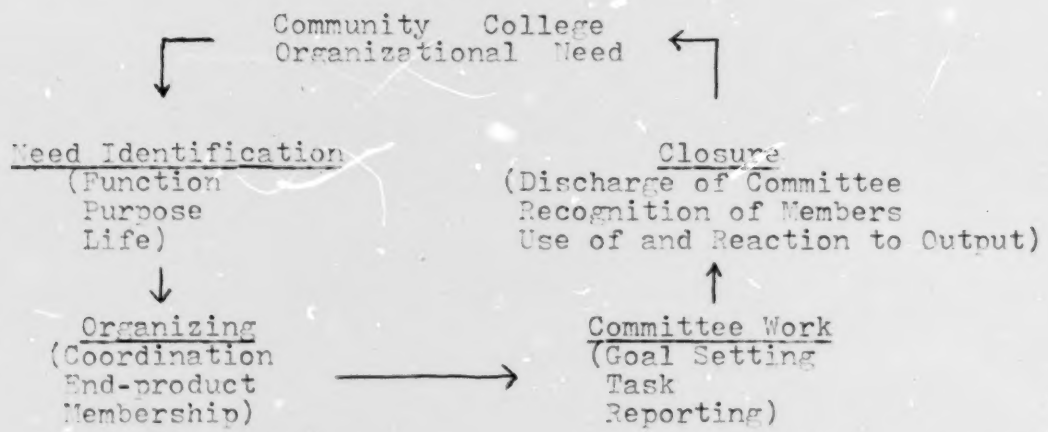
one was suggested: the best size is three, with one out of town and the other sick!

Committee Life-Cycle

The most common suggestion in the literature involves the concept that committee members serve definite terms which vary from one to three years. Mullin and Riendeau both suggest that staggered terms not only avoid the necessity of wide re-appointment, but also ensure continuity. Except for ad hoc committees, it is the writer's view that college officials should always be ready with the name of a substitute for those occasions when a member resigns or leaves town--a frequent occurrence in our mobile society. Thus delay is minimized and continuity of action and full committee strength preserved. It is too easy to move ahead with a committee of continuously decreasing size; unfortunately, such action defeats a major purpose of advisory committees: community consensus.

A Generalized Committee Life-Cycle

(after Nadler,10-p.63)



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The Role of Chairman

Most advisory committees are chaired by a representative of the college primarily for purposes of convenience. Orientation and the initial meeting require that the lead be taken by the college and usually there is no objection to this situation on a continuing basis. However, it is well to point out that many community people are adept and experienced at chairing meetings and may well be more efficient than any college personnel. The best advice is to play it by ear. Riendeau suggests that in either situation, a college representative should assume leadership for at least part of the meeting simply because he is the receiver of the advice. (11-p.36)

The Role of the Secretary

It is common for the advisory committee membership to select one of its own members as secretary. Two factors, however, mitigate against the selection of a non-college representative as secretary. First, a significant amount of work is involved and community members are unpaid. Second, the college normally has such resources as stenographic help, reference materials and duplicating equipment. For these reasons, the college should be responsible for secretarial duties.

The College Representative(s)

The college will do well to remember that with a great number of committees operating, it becomes impossible for such officials as the Dean of Instruction to attend all meetings of all committees. The same situation holds for the chairman of a large department. Often, larger colleges will propose a situation where only the General Advisory Committee attracts the attendance of the President, Dean of Instruction or other college administrators with heavy loads. Some colleges have faculty representatives from the department concerned rotate on a meeting-by-meeting basis. Usually however, the latter situation is employed for familiarization by faculty and an administrator would be in regular attendance also. Other colleges appoint a faculty member to chair the meetings but such hours become part of his load in

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the event a great number of meetings are involved. It is the writer's impression that few faculty would object to attending two or three advisory committee meetings per quarter or semester providing always that the meetings did not cut into class time. At one college, the faculty was annoyed at the lack of consideration by administrators in setting meeting times arbitrarily. When the writer chaired an advisory committee, the department chairman attended the first meeting only; one would expect that the realities and business of college administration would see such situations as fairly common occurrences.

The failure of an advisory committee is a tragedy. To avoid failure, some care should be taken as to who is the college representative: he must be tactful, hard-working and patient which is another way of saying that he must be highly professional. Lines of authority and a general time-table should be mutually satisfactory and clearly understood between the college representative and his superiors at the onset of the formation of the advisory committee. Logically, the college representative should be someone closely involved with the program under study. He should not have to be reminded that his function is to receive advice and not to give it.

Meeting Procedure

In the decision whether or not to adopt parliamentary procedure in advisory committee meetings, two points of view arise. One view is that some arbitrary method such as Roberts' Rules of Order be followed. The opposing view believes that very formal procedure removes the "joie de vivre" from the committee. It is the writer's opinion that any "joie de vivre" felt within a committee meeting emanates from the purpose and personalities involved, not from the format of the meeting. In the writer's experience, it has often been mutually agreed upon formal procedures which have been the only face-saving way to break out of impasses, even friendly ones. Perhaps the decision on meeting procedure is minor in the whole schema of advisory committees, but

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one is reminded that even one defective ball-bearing can jam up a big machine. At the very least, it would be advisable to achieve consensus on procedure during the initial meeting.

Orientation

New committees and new committee members need to feel they are wanted and that they belong. The college representative must take it upon himself to provide good orientation procedures. If the college does not have its own "Advisory Committee Handbook," it would be well-advised to purchase a considerable number from the AACJC* or to assign one administrator to prepare a handbook slanted toward the needs and wants of that particular college. These handbooks should be mailed to the newly-appointed committee members some days in advance of the initial meeting.

In addition, each member should receive printed information about such items as what advisory committees have accomplished recently for the college, a listing of members of all committees (which can be very impressive!), a statement of college philosophy, a historical review of the college and a welcome to the new challenge of advisory committee membership.

A further element of orientation would involve a tour of the college, perhaps an initial dinner meeting to receive greetings from the President. The expense of such a meeting can be minimized by holding it at noon in the college cafeteria. Such procedure is a bother and is a financial burden, but one must always be aware that a poor program is more of a bother and more of a financial burden. Better by far that the program get off to a soaring start!

Advisory Committee Types and Functions

The foregoing material has assumed that an advisory committee will be of the occupational advisory committee type. However, there are many types of advisory committees; the most common ones are included in the following descriptions. Riendeau limits his discussion to three types; (11-p.26) Nadler includes these and lists five more. (10-p.56)

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*The Role of the Advisory Committee in Occupational Education in the Junior College, AACJC, Albert J. Riendeau, 1967.

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1) The General Advisory Committee

This committee is of a continuing or standing nature and periodically reviews the total college program offerings. In some colleges this review function is jealously guarded by the college board and, therefore, no such committee exists. Where operating, such committees advise on priorities and the advent of new program possibilities as well as conducting evaluations of ongoing programs. As it should be for all advisory committees, the general advisory committee should receive feedback on a regular basis in regard to its recommendations. In most instances, the general advisory committee would be composed of community leaders from industrial, professional, business, labor and educational organizations.

2) The Occupational Advisory Committee

This committee is designed to advise and evaluate within a specific program such as any one of the trades, crafts, professions or para-professions. Examples, respectively, would be welding, ceramics, police science and counselor-aide. The committee should provide a communication channel between the college and the community, recommend on instructional hiring, offer information on labor market needs and trends, and help in evaluating the program in terms of the competency of its graduates. Hopefully, many committee members would be potential employers of college students.

3) Apprenticeship Committee

In Canada, apprenticeship training, whether in a college or on-the-job, is a provincial responsibility and regulations regarding training are enforced and inspected through local offices of the Provincial Apprenticeship Board. A college official, often the President, is a member of this Board. Notwithstanding, a local committee, meeting once or twice a year, would be useful as a channel of local communication. In the United States, The Bureau of Apprenticeship of the Department of Labor provides similar functions. Perhaps the cold words of legality should be modified in both countries by the use of local advisory committees.

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4) Judicial Advisory Committees

The judicial committee is concerned with legal or quasi-legal situations. It is often useful to have some community input when a college program, though either its methods of instruction or internship, finds itself a target of community criticism. The committee would strive for prevention of such occurrences. Some central college-wide committee such as the judicial committee, divorced from specific programs, can offer neutral unemotional advice to both the college and the community. Also, it can be an important advisory source for student government.

5) Other Committees

Many other committee types are possible for a community college. For example, the area of continuing education is often neglected. An example of a continuing education advisory committee is a Program for the Aged Advisory Committee.

Coordinating committees can be helpful in providing coordination with other community programs and organizations, but particularly in regard to the offerings of other educational institutions.

Transfer Advisory Committees can offer advice which, with the added clout of community leadership behind it, can help the college achieve better transfer arrangements for its students.

Activity committees can assist in fund-raising, college open-house events and in many similar functions.

Study committees can offer help in the areas of long-range planning for both campus and community resources.

All Committees have similar purposes. (10-p.59) As outlined in Priorities in Adult Education, David B. Rauch (ed.), the purposes are to advise, to find facts, to solve problems, to make decisions and to create ideas. There is no doubt that the task is important and that the concept and practice of advisory committees--of whatever type--are and will remain a significant part of the community college scene.

Advisory Committee Extent

As indicated previously, accurate figures on the numbers

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of advisory committees is difficult to come by. A few examples should serve to indicate the extent of their usage.

The writer's own institution, Lethbridge Community College, has only two standing occupational advisory committees and these meet only sporadically. One is for the Food Services program and the other for the Business programs. Lethbridge does not have a general advisory committee nor any other type of advisory committee. On the other hand, some Canadian colleges, particularly in Ontario, are utilizing advisory committees to a much greater extent. Mohawk College, for example, has thirty-three advisory committees, one for each full-time program. These thirty-three committees involve the participation of 230 people. Fanshowe College, with a different approach, utilizes one general advisory committee for each of eleven geographic locations with committee size running from ten to twenty people. The Ontario term for such a committee is "Generalized Community Committee." These committees relate to a liaison staff about four to five times per year. They do have some sub-committees in subject areas. St. Lawrence College reports a typical finding--that some advisory committees are much more active than others. (5-p.-)

An interesting discovery was made by a Toronto college which, in either its laziness or its ignorance, waited for the community to come to it. The lesson is that a college cannot be so passive; it must initiate advisory committee formation. Another Ontario college tried to establish advisory committees in small communities by asking each Mayor or Reeve to appoint someone. Result: only one reply received. It is not an answer to ask someone else to perform a college task. (5-p.-)

Many states advocate statewide advisory committees for many of the vocational areas. Maryland, for example, has statewide advisory committees including representatives from business, industry and government who join forces with educators to provide input for vocational programs. Another dimension is added by means of cooperation between county and state advisory councils on technical-vocational education. Jobe and Norton report that

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when such cooperation exists the quality of education can and will be improved. (6-p.75) Maryland's State Board For Community Colleges has published a Master Plan which specifically includes "...appropriate advisory committee involvement." (12-p.20)

Increasing Committee Expertise

The National Laboratory for Higher Education in Durham, North Carolina, has produced a strategy for achieving consensus which is directly applicable to college advisory committees. The strategy involves the participation of a representative sampling of the entire college community. Participants include boards of trustees, faculties, administrators and stratified random samplings of the student body and citizens of the community. That it is a concrete method is attested to by successful experiments in North Carolina, Virginia, Texas and Florida. (1-p.14)

Uhl gives a good discussion of a similar technique in regard to group efficiency through the use of the "Delphi Technique." The tremendous advantage of such training for advisory committees is the fact that characteristically, additional and more current data will be forthcoming. The Committee will not just be reacting to data supplied by the college, but will instead be generating data and finding new means of such generation. Recommendations will have more validity when sounder methods are used to arrive at their formulation. (13-general interpretation) For the great majority of college advisory committees, such techniques may not be practicable, but a college should consider similar procedures for its General Advisory Committee.

Problems and Pitfalls of College Advisory Committees

The initiation, formation and operation of advisory committees are not always without drawbacks. Initially, the main problem is reported to be the passivity of the community because of the historical tradition suggesting to the community that the college initiates and the community reacts. A further problem, treated earlier in this paper, is the continuity of membership. A more significant problem and one harder to remedy involves the benevolent despot type of administration. In such cases, any

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attempt to have advisory committees is half-hearted because the college President and/or board feel they know best. Therefore, some colleges probably have no more advisory committees than either legislation or community pressure dictates. It is the writer's opinion that the public should view such practices as being highly suspect and should demand better from their local college.

A much more difficult problem is that of satisfying the expectations of advisory committee members. It is more difficult because unless sophisticated evaluative measures are undertaken, the problem may remain hidden. To some extent, good orientation procedures can minimize this problem, but the writer can recall talking with a former committee member who felt that his contribution was minimal and that his talents were not at all put to the task involved. He was disappointed and apparently, hurt.

The question of expectations is dealt with by Riendeau by quoting Samuel M. Burt of the U.S. Employment Service. (11-pp. 55-58) Burt said that if he were a member of an advisory committee he would like to:

1. Have a letter signed by the college President inviting him to serve on the committee.
2. Know exactly what is expected of him as a committee member in the way advice, assistance, time, etc.
3. Be provided, initially, and on a continuing basis, with information concerning developments within the educational system, as well as at the state and national level.
4. Be invited, occasionally, to attend local, state, and national conventions of educators. "You will be surprised how many I will attend at my own or my company's expense!"
5. Receive, occasionally, a special invitation to attend a college function, board meeting, or state board meeting.
6. Be kept informed of special studies affecting the college system.
7. Be invited to attend meetings of other organizations involved in manpower development and utilization programs which may have some impact on the college program or on my particular interests.

Burt goes on for some paragraphs enunciating the credo that the college must treat advisory committee members with

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"tender loving care." He concludes with a very forceful statement:

> "Advisory committees--use them well or not at all. Why? It's really very simple. We have either not understood what motivates industry people to accept service on a college advisory committee or understanding, have not been able to provide the leadership time and effort to effectively utilize the committees. I urge you to give this matter careful though before you organize an advisory committee. If you can't provide the staff time needed to allow for the full range of interests and desires of your committee to serve the school program, you will be better advised not establish the committee in the first place. A poorly used committee is worse than no committee at all..." (11-p.58)

But even if every school system, every community and junior college, every trade school and technical institute was involved with advisory committees for every phase of their operations, the fantastic numbers of people involved would not indicate the quality of the committees. Many committees--even within the writer's personal experience--have been poorly defined and/or poorly oriented and organized. Often, too, committees have been set up as ad hoc when they should have been permanent and vica-versa. The tragedy need not be. All committees <u>can</u> be at least reasonably effective if good procedures are coupled with good college leadership. If advisory committee definition is too vague or if good leadership is lacking, a committee could even find itself, inadvertently, assuming a board's role or acting as a pressure group. An ignorant college board could conceivably pass the buck to such committees. Other potential problems are legion; all can be prevented.

A Canadian community college director adds a word about being sincere and respecting the advisory committee's sincerity: "My attitude would be that when you seek advice you had better be sincere in wanting it, and when you get it you better act on it

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unless you have a very good reason for not doing so." (see appendix, Letter from D. Maisey to the writer, Jan. 14, 1975)

Student Participation in Advisory Committees

Traditionally, community college students have not been members of advisory committees. There are good reasons for the non-involvement of students in initial stages of college development. But, by accident or design, students still do not have a very secure position within such committees. There is little in the literature even mentioning students on advisory committees, let alone the recommending of it. There is, however, research in regard to the effectiveness of all-student program evaluation. An interesting article by McKinney and Manneback advocates student committees to provide feedback on and to improve various educational programs. (8-p.28)

Students seldom have been involved meaningfully in college management. But VEEP (Vocational Education Evaluation Project), a locally directed, state assisted evaluative project in Kentucky, found that: 1. Students participating in follow-up studies of former students offered good help in designing instruments. 2. Students serving on liaison committees between the college and the community in planning ways in which the whole community can be involved in the educational program were effective members. 3. Students were helpful in discussing and reacting to the school's statement of philosophy, goals and objectives. (As in all good, modern management, support for policy, philosophy and regulations is far more likely from those who had a say in formulating them.) 4. Students were effective in assisting the evaluation of a program and in formulating recommendations for improvement. 5. No one was better than a student for orienting new students nor for 6. the evaluation of their own achievements and activities. (8-p.29)

Perhaps the student is the forgotten member on advisory committees. Advisory committees should at least listen--if only once a year--to those students unable to secure related employment. Also those students who achieved vocational success from their college experience could share their opinions of program

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weaknesses and strengths and would be valid choices as committee members. A caution is that alumni strength should never approach a majority status on advisory committees.

Conclusion Regarding Advisory Committee Functions

The literature clearly states that the advisory committee's main function in community colleges is curriculum planning. Concomitantly, college advisory committees can operate in such a way as to add the following capacities. (3-p.)

1) Assemble, appraise and disseminate facts which clarify educational needs and increase public understanding of what constitutes a good program.

2) Stimulate an increased sense of responsibility for supporting adequate schooling.

3) Help colleges crystallize opinions and obtain the unity of action essential for improving colleges.

4) Function as semi-official means of expressing a cross-section of community thought and opinion.

Note

The conclusions of the writer in regard to the whole advisory committee process and utilization by colleges follows in the form of recommendations. The recommendations are personal reactions and are not common in the literature and I do not present them as representative. From the reading, I received strong feelings that my recommendations, if adopted, would greatly aid the functioning of college advisory committees.

Recommendations

The preparation of this paper has raised certain questions in my mind about college advisory committees. I do not quarrel with most of the reference material. It is more a feeling that the "experts" have been guilty of errors of omission rather than of commission. Some of the tougher aspects of advisory committees that I have touched on in the foregoing pages are: authoritarian atmosphere, lack of student participation, and ineffective college leadership. Therefore, I will, in the following recommendations, omit repeating what the authorities stress--with the major exception being #4 below--and simply point the reader to the excellent booklet by Albert J. Riendeau.

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Recommendations (continued)

1. That authoritarian boards and/or Presidents be made aware of the positive results of effective advisory committees. Perhaps statistics on increased retention and attraction of students where committees work well would help undo such attitudes. More students means more money and it is my experience that authoritarians have an extra fondness for surplus budgets.

2. That students be involved in some positive way in the operation of advisory committees. It is well to remember that the average age of community college students is in the 27-30 age range; therefore, we are missing a gold-mine of information from mature, interested individuals.

3. That in-service training be instituted to train administrators and faculty in the intricacies of initiating and operating advisory committees.

4. That more consideration and reward be given to committee members on a continuing and regular basis. "Little things" are so important: providing adequate parking on campus, serving coffee and doughnuts at meetings, mailing minutes and agendas with adequate lead time, providing framed certificates of appreciation at the end of service and, most importantly, providing prompt and complete information on the disposition of the committee's recommendations.

5. That college boards be persuaded to establish General advisory Committees as well as Occupational Advisory Committees. The board must realize that a general committee can provide a valuable perspective of community feedback on the college's activities and programs. The board must be convinced it is not abdicating power, but merely soliciting much-needed informed comment. Public relations must be stressed.

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Recommendations (continued)

6. That college boards be advised not to require their administrators or faculty to present advisory committee nominees' for their approval. It is a good opportunity for boards to show confidence in their employees.

7. That an advisory committee be expected to supplement each recommendation for action with a recommendation on how it might best be implemented. The very involvement with a degree of implementation can increase the number of response areas within the community. With good orientation, the committee will be well aware that its major purpose is not implementation; it is simply another dimension of advice.

8. That advisory committees address the question of how best they might improve their own capability. The college should be prepared to investigate the possibility of offering the committee training in group procedures when and if the committee has convinced itself of the need for it.

9. That advisory committees be aware that their responsibilities are both community and college oriented. Often, committees focus their attention on the college to the exclusion of the community's industries, businesses, etc. They might well consider a third area of responsibility: to the needs of the student population.

10. That advisory committees evaluate the <u>product</u> of the program as well as the program itself.

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APPENDIX "A"

A. Model Letter Appointing a New Committee Member

Dear Mr. Wallingford,

It was with great pleasure that I heard you might be willing to serve on a Sweet Ridge Community College Advisory Committee for our welding program.

We at the College feel we must keep abreast of the times in welding as with every other program we teach. Because you run a welding business of excellent reputation in our community, your advice would be very valuable to us.

Therefore, if you remain willing to accept a position on our proposed twelve-member Welding Advisory Committee, I will officially appoint you to the Committee. Upon receipt of your affirmative answer, I will inform Mr. F. McPherson, Director of the School of Technology and Trades and he will contact you in regard to the time and place of the initial orientation meeting. (I understand that Food Services are going to put on a noon luncheon for our new committee members!) I look forward to meeting you at that time.

This College looks forward to a long and mutually beneficial relationship with its community. One of the best methods to achieve this relationship is through Advisory Committees. Your efforts will be much appreciated.

There is no need to write a letter of acceptance; a telephone call to my secretary, or better still, to me personally will be just fine.

Sincerely,

John V. Thorlunder, President
Sweet Ridge Community College

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 21 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

APPENDIX "B"

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Ore Community College's Policy on Advisory Committees

1. Purpose: to advise but not to govern:

   a) To advise on the desirability of implementing new programs.
   b) To provide liaison between the college and the business community.
   c) To advise on employment changes and potential jobs.
   d) To advise on course and program content.
   e) To advise on desirability of implementing proposed programs.
   f) To advise on equipment selection.
   g) To advise on scholarships.

2. Membership

   a) Membership should be drawn from:
      1. Those individuals with a specific interest in the program, i.e. employees, trades people.
      2. Token representation from those groups having a general interest.
      3. Representation should be from a location where the member is best able to do a complete job.

   b) Numbers: from 5 to 10 people depending on the area of service in programs and 10-15 for a school.

3. Length of Appointment: for two years--one-half of the membership being retired each year--renewal of the appointment at the discretion of the Director concerned.

4. Advisory committees will be established for all programs or schools depending on the arrangements with the President.

5. No funds are provided for travel. If the advisory committees are not able to function adequately if travel funds are not provided, then a request should be made to the Board at budget time.

6. Recommendations from the Advisory Committees should be made to the Director of the School. The action taken on the committee's recommendations should be handled in the same manner as if the recommendation had originated in the Schools. In other words, once the school has accepted the advice of the committee it then becomes a recommendation of the school.

7. Each School Director is to provide the President with a list of the membership of the advisory committees in order to avoid duplication of prospective members.